



TO STUDY THE SELF-CONCEPT OF B.Ed STUDENT IN AMRAVATI AND WARDHA DISTRICTS

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ABSTRACT

In the present research researcher tried to investigate the areas of self-concept of B.ed students. The study limited to 100 students of AMRAVATI AND WARDHA District. The survey was conducted in a quite peaceful harmonious and friendly atmosphere. The researcher got a good response from the students and teachers.

In the present study inventory used: Self-concept inventory by Beena-Shah (1986)

Finding shows that: Most of the dimensions of self-concept, the status is high, so this result may be attributed to their good social adjustment, job satisfaction, emotional stability and good health as well as relationship with student and others.

Finding shows that: Female B.Ed. students are comparatively better than Male B.Ed. student of Amravati and Wardha District with respect to six dimensions namely- SSC, ESC, ASC, PISC, JRSC, SC, SCRB.

KEY WORDS: Self-concept, Teaching, B.ed Students.

1.1 INTRODUCTION

In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people on the quality and number of people passing out of our schools and colleges will depend on success. In the great enterprise of national reconstruction whose principal objective is to raise standard of living of our people (Indian Education Commission 1964-66) Indian Education Commission has lucidly explained the role and important of education and its expansion in the above words in the democratic country like India. In the age of science and technology we cannot achieve our goal of national reconstruction without education because education is the foundation on which rests of edifice of society and democracy. Education is the single large instruments by which we achieve change in all spheres of life without violent revolution.

In modern era, formal education and technology have acquired immense and Prime position. Education helps to acquirer over all personality development of the learner. Every students is able citizen of the country. Hence, it is the duty of the teacher and the educational Process to help the students to acquire knowledge and the understand their potentialities.

What is Education?

Many scholars all over the world have studied and defined this concept; extensively e.g. Mahatma

Gandhi, Dewey, Socrates, Rabindranath Tagore etc. Pandit Jawaharlal Nehru has defined "Education is that process which makes the learner productive, creative and make him ideal citizen.

Gurudeo R. Tagore has defined "Education has that process which teaches the learner to eliminate error and make him to search the truth Successfully."

It suggests that concept and scope of education is very wide and it is continuous process in human life. Every student in the classroom situation gets knowledge from the teacher and the text books. It is a formal education whereas family society; mass-media are the sources of the giving in formal education, teacher plays very important role in it.

1.2 Self-Concept

Self-concept is important attribute of understanding and predicting human behaviour. Self-concept theory and research indicates that attitudes to self-influence behaviour and provides insight into the individuals percentage need and goal popular hypothesis is that human behaviour in any particular context is largely determined by one's perception of himself and his situation Cown (1954) Gale (1969) states that man creates his world from the experiences around him. Becoming a self is inherently a social product only by self can man achieve his distinctly human attributes Galnz and Watson (1958) opine that what person does or how he behaves is determines by his self-concept.

It is clear that the person is not born with self-concept but terms one as a result of his experience and his reactions to the environment as a child grows and devel-

ops, he learns not only about the world around him but also about himself.

1.2.1 Definitions of Self-Concept:

Smith (1961) idea of the self is a person as perceived, feat a thought by himself as he can perceive himself but just as his perceptions of others are never entirely accurate. So his perception of himself and never entirely complete or accrue.

About the study: In the present research researcher tried to investigate the areas of self-concept of B.ed students. The study limited to 100 students of AMRAVATI AND WARDHA District. (Region)

Objectives are:

1. To study status of self-concept of B.ed student.
2. To study the different demographic variable with respect to self-concept of Male and female B.ed Students.



One's self-concept is made up of self-schemas, and their past, present, and future selves.



One's self-perception is defined by one's self-concept, self-knowledge, self-esteem, and social self.

1.8 Hypotheses of the Study:

A hypothesis is a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about what you expect to happen in your study. A hypothesis is an assumption or suggested explanation about how two or more variables are related.

Ho for First Objective-

The first objective is To find out the status self-concept in teaching of B.Ed. student.

Ho for this objective is shown below.

Ho-1 The status of self-concept in teaching of B.Ed. Student would be high.

Ho for second objective-

The second objective is To study the various demographic variables with respect to self-concept in teaching of male and female B.Ed.

Ho for this objective is shown below.

Ho-2 There would be a positive relationship between various demographic variables with respect to self-concept in teaching of male and female B.Ed students.

Meaning of the words used in problem:-

Self-concept:- one's self-concept (also called self-construction, self-identity, self-perspective, or self-structure) is a collection of belief's about one self that includes elements such as academic performance, gender roles and sexuality and racial identity.

Generally self-concept embodies the answer to "WHO AM I?"

Teaching:-Noun-

1. The occupation, profession or work of teacher. 2. Ideas or principle taught by an authority.

Verb-1. Impart knowledge to or construct (someone) as how to do something.

2. Cause (someone) to learn or understand something by example or experience.

Teaching- The act of teacher.

Something that is taught: the ideas and belief's that are taught by a person, religion etc.

B.Ed. Student:- B.Ed. (A Bachelor of education) is an under-graduate professional degree which prepare student to work as a teacher in school, though in some countries additional work must be done in order for the student to be fully qualified to teach.

RELATED REVIEW-

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Pareek, D. L., Studied A comparative study of the self-concept, personality traits and aspirations of the adolescents studying in central schools state government schools and private school in Rajasthan (15)

Ramiah, L., Studied A relational study of parent involvement and self concept of standard IX students in Devkottal educational district. (16)

Ramkumar, V., Studied the Subject characteristics of adolescents girls with acute self-concept. Kerala, uty (17)

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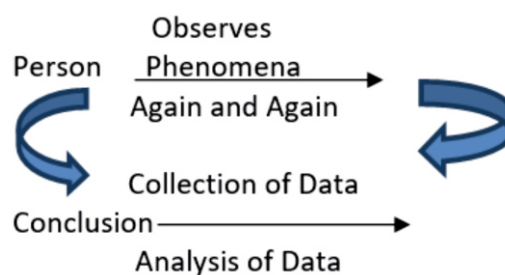
Sharma, K.L., Studied A comparative study of self concept of high and low achievement and intelligence groups students of class 10th in urban schools of Barcilly. (20)

METHODOLOGY**3.1 Meaning and Definition of Research :-**

Research simply seeks the answer of certain questions which have not been answered so far. Research is simply the process of arriving as dependable solution in a problem through the planned and systematic collection, analysis and interpretation of data. The term Research consists of two words.

Research – Re- search

Re means again and again and 'Search' means to find out something - the following is the process.



Therefore, Research means to observing the phenomena again and again from different dimensions, collecting data and on the basis of data conclusion drawn. Research is oriented towards the discovery of relationship that exists among phenomena of the world in which we live. The fundamental assumption is that invariant relationship exists between certain antecedents and certain consequents so that under a specific set of conditions a certain consequents can be expected to follow the introduction of given antecedents.

3.2 Research Methodology**Survey Method :-**

The word "SURVEY" has been derived from the words 'SUR' or 'SOR' and 'VEIR' or 'VEIOR' which means 'OVER' or 'See' respectively.

Survey Research as defined by Kerlinger deals with the incidence distribution and interrelation of sociological and psychological Survey method is a kind of descriptive research. The survey method has the highly applicability or external validity of the findings and suffer from internal validity of the findings.

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with the characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are

abstracted from a member of individual cases. It is essentially cross sectional.

3.3 Survey Done for the Present Study

This study is confined to pupil teachers of Amravati & Wardha Division only. As it is mentioned earlier Two colleges from Amravati district and Two colleges from Wardha District was chosen from random sampling. To administrate the tests, the researcher personally conducted the survey.

3.4. Sampling

DauidsFox:- In the social sciences it is not possible to collect data from every respondent relevant to our study out only from some fractional part of the respondents; that is sample. The process of selecting the fractional part is called sampling."

Population:- Population means, the entire mass of observation which is the parent group from which a sample is to be formed.

(In the present study population for the sample selection is 100)

3.4.1 Selection of sample for present study

The present study deals with self-concept towards teaching of B.Ed. students. Researcher has decided to conduct this study with pupil teacher (B.Ed. Student) of Amravati and Wardha division. Hence, B.Ed. colleges of Amravati and Wardha division considered as population. As it has been stated earlier for accuracy and high speed sampling process should be taken necessarily.

Researcher has decided to take four colleges of Amravati and Wardha division those which have completed five years of their existence. For this purpose stratified Random sampling has been used. (100 student selected out of 200 by stratified random sampling.)

List of colleges/Institution & data gather from respinstitute :-

Table No. - 01: Detail of Sample

Sr. No.	Name of Institution	B.Ed. students	
		Male	Female
1.	P.R.Patil ShikshanMahavidyalaya - Amravati	13	12
2.	P.R.PatilShikshanMahavidyalaya - Talegaon (SP).	12	13
3.	ShivramjiHiwase College of Education,Warud	11	14
4.	Kasturba ShikshanMahavidyalay, Borgaon Meghe, Wardha.	14	11
5.	Total	50	50

3.5 Research Tools

Many of the tools of research have been designed to yield quantitative measures. Others yield description that may be refined by counts of frequency of appearance. Some data which cannot be expressed in frequency counts, they are made meaningful by qualification Data may be refined by ratings and By calculating Mean, SD or t-value.

Tools used for the present study :-

- 1] Self-concept inventory by Beena-Shah (1986)

3.6 Statistical Techniques Used :-

There are various statistical techniques for analysing data. To choose an appropriate technique of statistical analysis is the challenging task to a research worker. It has two main functions

- 1) Interpretation of Data
- 2) Presentation of Data

Interpretation of Data :-

For the present study, the researcher is decided to use following statistical techniques.

- i) The Mean (X) :-
- ii) Standard Deviation
- iii) Coefficient of Correlation
- iv) T-value

ANALYSIS-

ANALYSIS OF THE STATUS OF B.ED. STUDENT TOWARD SELF-CONCEPT

HYPOTHESIS :-

Ho for first objective

The first objective of this present study was to find out status of self-concept of B.Ed. student. The Ho for this objective is shown below

Ho1:- The status of self-concept of B.Ed. student would be high.

Status of self-concept of B.Ed. student in Amravati and Wardha District (Region)

Keeping in mind, the minimum and maximum score of each dimension of total of self-concept a classification was made. It was based on equal range i.e. very low, low, average, high, very high.

The mean scores for each dimensions and the total scores of the self-concept of B.Ed. Student of Amravati and Wardha District obtained. Then, they were identified as very low, low, average, high, very high based on above classification and presented in Table 02

Table 02: Mean, SD scores of Self-concept of B.Ed. student of Amravati and Wardha District

Sr. No.	Dimension of Self concept	Mean N = 100	S.D.
1	Social Self Concept (SSC)	19.11 H	3.35
2	Emotional Self Concept (ESC)	26.05 A	4.25
3	Physical Self Concept (PSC)	9.26 A	2.24
4	Cognitive Self Concept (CSC)	16.11 H	2.66
5	Aesthetic Self Concept (ASC)	4.54 L	1.86
6	Political Self Concept (PISC)	16.10 H	2.50
7	Job Related Self Concept (JRSC)	20.08 H	3.39
8	Self Confidence (SC)	12.09 VH	2.56
9	Self-Concept related to beliefs and traditions (SCRBT)	11.14 A	2.74
10	Self-Concept related to personality and traits (SCRPT)	13.80 A	3.95
	Total	148.28 H	13.67

VH = Very High, H = High, A = Average

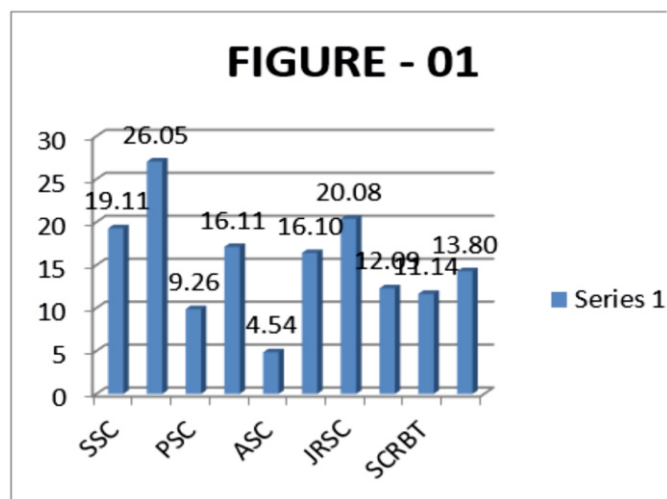
Table 01 shows that total Self-concept of B.Ed. student is high. There are ten dimensions given to Amravati & Wardha District B.Ed. Student. Out of ten dimensions, in case of one dimension i.e. self-confidence, the status is very high. In case of four other dimensions i.e. Social self-concept, cognitive self-concept, political self-concept, job related self-concept, the status is high and in case of other four dimension i.e. emotional self-concept, physical self-concept, self-concept related to beliefs and traditions, self-concept related to personality traits the status is average & last one, in case of aesthetic self-concept the status is low.

High self-concept is always a desirable thing, trait, because high self-concept of B.Ed. student is strongly correlated with their strong leadership styles and the use of power.

High self-concept of B.Ed. student related to their training conceptual thing means they are curious about their training and concept formation & related to high out comes.

By considering all these findings, most of the dimensions of self-concept, the status is high, so this result may be attributed to their good social adjustment, job satisfaction, emotional stability and good health as well as relationship with student

Figure1 shows-Status of self-concept of B.Ed Student in Wardha and Amravati District



Analysis of Difference in Self-concept of male and female B.Ed. student in teaching

Ho for second objective:- The second objective is to study the difference between various demographic variables with respect to self-concept and interest in teaching of B.Ed. students. The Ho for this objective is shown below.

Ho-2:- Male B.Ed. student would be better than females with respect to self-concept.

Table – 03: The mean, SD and t-value for the scores of self-concept of male and female B.Ed. student

Sr. No.	Dimensions of Self concept	Male N=50		Female N=50		t-value
		Mean	SD	Mean	SD	
01	SSC	18.808 H	2.96	20.086 H	3.361	2.86*
02	ESC	31.351 H	3.12	27.775 A	4.276	3.910*
03	PSC	10 H	1.85	9.879 H	2.45	1.267
04	CSC	17.368 H	2.51	16.913 H	2.931	0.898
05	ASC	4.263 A	1.31	5.241 A	1.112	2.916*
06	PISC	15.526 A	2.23	16.982 A	2.387	2.841*
07	JRSC	19.552 A	2.94	21.00 A	3.518	2.32**
08	SC	13.63 VH	1.53	11.431 H	2.729	3.36*
09	SCRBT	10.92 A	1.52	12.724 H	2.824	3.94*
10	SCRPT	14.07 VH	2.03	14.413 VH	3.729	1.961
	Total	152H	13.78	163.44 H	16.43	3.296*

A = Average, H = High, VH = Very High,

** = Significant at 0.05 level

* = Significant at 0.01 level

Table 02 indicates difference between mean scores of self-concept of male & female in B.Ed. student of Amravati and Wardha District.

The result shows that female B.Ed. students are comparatively better than Male B.Ed. student of Amravati and Wardha District with respect to six dimensions namely.

Social self-concept (SSC), Aesthetic self-concept (ASC), Political Self Concept (PSC) Job related Self-concept (JRSC), Self-concept related to belief and tradition (SCRBT), Self-concept related to personality traits (SCRPT) and total self-concept.

In four dimensions males are better than female i.e. emotional self-concept (ESC), Physical Self-concept (PSC) Cognitive self-concept (CSC), Self-concept (SC)

In case of (Social Self Concept (SSC) the result of Self-concept is statistically significant at 0.01 level of significance. The t-value for SSC is found to be 2.86 which is more than table value (2.58) Hence, Social Self Concept is statically significant at 0.01 level of significance.

In case of emotional Self-Concept (ESC). The t-value is found to be 3.910 which is more than table value (2.58) Hence, emotional Self-Concept is statistically significant at 0.01 level of significance.

In case of Aesthetic Self-Concept (ASC). The t-value is found to be 2.916 which is more than table value (2.58) Hence, Aesthetic Self-Concept is statistically significant at 0.01 level of Significance.

In case of Political Self-Concept (PISC). The t-value is found to be 2.841 which is more than table value (2.58) Hence, Political Self-Concept is statistically significant at 0.01 level of significance.

In case of Job-Related Self-Concept (JRSC). The t-value is found to be 2.32 which is more than table value (1.96) at 0.05 level of significance. Hence, Job Related Self Concept is statistically significant at 0.05 level of significance.

In case of Self Confidence (SC) The t-value is found to be 3.36 which is more than table value 2.58 at 0.01 level of significance. Hence, self-confidence is statistically significant at 0.01 level of significance.

In case of Self-Concept Related to belief and tradition (SCRBT). The t-value is found to be 3.94 which is more than table value 2.58 at 0.01 level of significance. Hence, Self-Concept related to belief and tradition is statistically significant at 0.01 level of significance.

In case of Self-Concept Related to personality and trait (SCRPT). The t-value is found to be 1.961 which more than table value 1.96 at 0.05 level of significance, Hence Self-Concept Related to personality and trait is statistically significant at 0.05 level of significance.

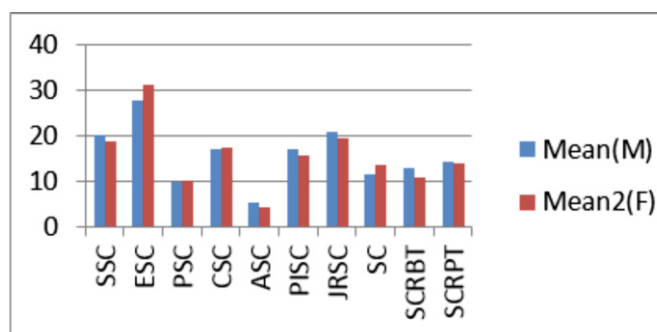
In case of physical Self-Concept (PSC) The t-value is found to be 1.267 which is less than table value 1.96 at 0.05 level of significance Hence, physical Self-Concept is statistically not significant at 0.05 level of significance.

In case of cognitive Self-Concept (CSC). The t-value is found to be 0.898 which is less than table value 1.96 at 0.05 level of significance. Hence cognitive self-concept is statistically not significant at 0.05 level of significance.

In case of SSC, ESC, ASC, PISC, SC, SCRBT the result of self-concept is statistically significant at 0.01 level as the obtain value is more than the table value 1.96 and 2.58 at 0.05 and 0.01 level of significance respectively. But, in case of JRSC the result is significant at 0.05 level, But in case of other dimension i.e. PSC, CSC and SCRPT the result is not significant. Hence Hypothesis is partially accepted.

The above result may be due to up bring patterns of female in our society from last decades. It may be due to freedom and autonomy of B.Ed. institutions. Also, may be more role are given to the male B.Ed. Student to play in the school, which contributes development of self-concept role. However as per sex the males are better in aesthetic and emotional self-concept than female. In over-all view both sexes are at Moderate range of self-concept but females are more better as compare to male students.

Figure -02: Comparison of Self Concept of Male and Female B.Ed. Students



The figure 02 shows the difference of self-concept between male & female B.Ed. Student.

FINDINGS-

5.1 Findings related to the Status of B.Ed Student towards Self-Concept.

Finding Shows that-

Self-concept of B.Ed. student is high. There are ten dimensions given to Amravati & Wardha District B.Ed. Student. Out of ten dimensions, in case of one dimension i.e. self-confidence, the status is very high. In case of four other dimensions i.e. Social self-concept, cognitive self-concept, political self-concept, job related self-concept, the status is high and in case of other four dimension i.e. emotional self-concept, physical self-concept, self-concept related to beliefs and traditions, self-concept related to personality traits the status is average & last one, in case of aesthetic self-concept the status is low.

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By considering all these findings, most of the dimensions of self-concept, the status is high, so this result may be attributed to their good social adjustment, job satisfaction, emotional stability and good health as well as relationship with student and others.

5.2 Findings related to Difference in Self-concept of male and female B.Ed. student in teaching.

Finding shows that-

Female B.Ed. students are comparatively better than Male B.Ed. student of Amravati and Wardha District with respect to six dimensions namely-SSC, ESC, ASC, PISC, JRSC, SC, SCRBT.

The above result may be due to up bring patterns of female in our society from last decades. It may be due to freedom and autonomy of B.Ed. institutions. Also, may be more role are given to the male B.Ed. Student to play in the school, which contributes development of self-concept role. However as per sex the males are

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